

Department of Legislative Services
 Maryland General Assembly
 2013 Session

FISCAL AND POLICY NOTE

House Bill 833 (Delegates Kaiser and Bohanan)
 Ways and Means and Appropriations

College Readiness and Completion Act of 2013

This bill establishes a number of requirements aimed at increasing college readiness and completion in the State.

The bill takes effect July 1, 2013.

Fiscal Summary

State Effect: General fund expenditures increase by \$187,300 in FY 2014 for the Maryland Higher Education Commission (MHEC) to hire two full-time program managers and a contractual IT specialist. The Maryland State Department of Education (MSDE) can develop the required plan using existing resources. General fund expenditures increase by approximately \$2.0 million annually beginning in FY 2015 to encompass the marketing campaign and incentive program for near completers. Higher education tuition revenues at the public four-year institutions of higher education and Baltimore City Community College (BCCC) may decrease minimally beginning in FY 2014 due to setting the standard number of credit hours for a degree; however, this will be mostly mitigated by admitting additional students.

(\$ in millions)	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	.2	2.0	2.0	2.0	2.0
Net Effect	(\$.2)	(\$2.0)	(\$2.0)	(\$2.0)	(\$2.0)

Note: () = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate effect

Local Effect: Local community college tuition revenues may decrease minimally beginning in FY 2014 due to the formula for tuition for dually enrolled students and standard 60 credit hours for a degree; however, any tuition revenue decrease for an individual may be offset by additional students dually enrolling. Local school system

expenditures may increase minimally beginning in FY 2014 to ensure that all students complete a mathematics course in each year of high school and to implement transition courses in grade 12.

Small Business Effect: None.

Analysis

Bill Summary:

High School Curriculum and Graduation Requirements

The State Board of Education must establish high school curriculum and graduation requirements for all public schools that meet the following requirements:

- all students must enroll in a college preparation curriculum in high school unless a parent of a student chooses to enroll the student in a noncollege preparation curriculum;
- beginning with the 2014-2015 school year, eleventh grade students must be assessed for college readiness; and
- beginning with the 2015-2016 school year, MSDE must, in collaboration with public community colleges, develop and implement transition courses or other instructional opportunities to be delivered in grade 12 to students who have not yet achieved college readiness by the end of grade 11.

Each student must complete a mathematics course in each year of high school. A student enrolled in a college preparation curriculum in high school must achieve competency in at least Algebra II. If a student enrolled in a college preparation curriculum in high school has achieved competency in Algebra II before the senior year, the student must enroll in a nontrivial mathematics course, including trigonometry, pre-calculus, calculus, statistics, or college algebra.

College and Career Counseling Plan

MSDE must develop a plan, in consultation with institutions of higher education, to improve college and career counseling that is provided to students in middle and high schools. The plan should (1) identify best practices used in the State and nationally and (2) include recommendations for a competitive grant program that would be used to

implement these best practices across the State as well as recommendations for implementing the College Readiness Outreach Program.

MSDE must submit the plan by October 1, 2013, to ensure that appropriate funding for the plan may be considered for inclusion in the fiscal 2015 operating budget.

MHEC Coordinating Responsibilities and State Education Goals

It is the duty of MHEC to coordinate institutions of higher education throughout the State to ensure the State achieves specified educational goals. The bill adds two goals, specifically, that at least 55% of Maryland's adults who are age 25 to 64 will hold at least an associate's degree by the year 2025 and that all degree-seeking students enrolled in a public community college earn an associate's degree before transferring to a public four-year institution of higher education.

Common Course Numbering, Transfer Agreement, and Reverse Transfer Agreement

MHEC, in collaboration with the public institutions of higher education, must develop and implement the following:

- a common course numbering system at all public higher education institutions by July 1, 2015;
- a statewide transfer agreement whereby all credits that a student earns at any community college in the State toward an associate's degree must be transferrable to any public four-year higher education institution in the State for credit toward a bachelor's degree by July 1, 2016; and
- a statewide reverse transfer agreement whereby all credits that a student earns at any public four-year higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree by July 1, 2016.

Near Completers

A "near completer" is defined as an individual who has completed some college credits but does not have a college degree and is no longer attending an institution of higher education.

MHEC, in collaboration with institutions of higher education, must create a statewide communication campaign to identify near completers in the State and to encourage near completers to re-enroll in an institution of higher education to earn a degree.

The communication campaign must (1) make use of a variety of marketing media, including billboards, brochures, and electronic resources; (2) provide a centralized contact point for near completers to get information about, and assistance with, re-enrolling; and (3) focus on specified near completers. Specifically, the campaign must focus on completers who earned a minimum grade point average of 2.0 on a scale of 4.0 while in college and earned either at least 45 credit hours at a community college or at least 70 credit hours at a public four-year institution of higher education.

MHEC must develop and implement a plan that would provide an incentive to (1) a near completer to re-enroll and earn a degree and (2) a college to identify and graduate near completers. The incentive plan must use all available resources, including endowment funds, private-sector funds, and State funds. MHEC and institutions of higher education may implement other near completer initiatives in addition to the campaign and incentive plan required by the bill.

By December 1, 2013, MHEC must submit a report on the details of the statewide plan, including the expected timeline for implementation.

Degree Plan

A “degree plan” is defined as a statement of the course of study requirements that an undergraduate student enrolled in a public four-year higher education institution must complete to graduate from the institution.

Each undergraduate student enrolled in a public four-year higher education institution must file a degree plan with the institution as soon as practicable but not later than by the completion of 45 credit hours of course work. Each undergraduate student who transfers to a public four-year institution with at least 45 credit hours of course work must file a degree plan with the institution during the student’s first semester at the institution. A degree plan must be developed in consultation with an academic advisor in the student’s degree program.

Block Scheduling

Each public institution of higher education in the State must:

- develop a block scheduling system whereby a degree-seeking student is automatically enrolled in courses for the first year of enrollment;
- require the block schedule for each degree-seeking student to include credit-bearing mathematics and English courses in the first 24 credit hours; and
- require the block schedule for each degree-seeking student enrolled in a developmental course in mathematics, reading, or English concurrent with or in the semester immediately following completion of the developmental course.

Each public institution of higher education must consider implementing block scheduling based on the time of day to assist full-time students or part-time students with work or family commitments to achieve a college degree.

Financial Aid for Community College Transfer Students

Each public four-year institution of higher education must dedicate a portion of institutional financial aid to provide financial assistance to resident undergraduate students that transfer with an associate's degree from a community college in the State.

Standard Number of Credit Hours

Except as otherwise noted in the bill, the standard number of credits required for a baccalaureate degree from a public four-year higher education institution is 120 credit hours; likewise, the standard number of credits for an associate's degree from a public community college is 60 credit hours.

The standard number of credits required for a baccalaureate degree (*i.e.*, 120) does not apply if (1) the degree program is defined as a five-year baccalaureate degree program; (2) professional accreditation requires a higher number of credit hours or requires course work that cannot be completed in 120 credit hours; or (3) certification requirements result in a need for credit hours in excess of 120.

The standard number of credits required for an associate's degree (*i.e.*, 60) does not apply if (1) the degree program is defined as more than a two-year associate's degree; (2) professional accreditation requires a higher number of credit hours or requires course work that cannot be completed in 60 credits; or (3) certification requirements result in a need for credit hours in excess of 60.

MHEC may approve additional exceptions to the credit hour requirements.

Dual Enrollment

The requirement that a recipient of an Early College Access Grant be a resident of the State is repealed.

A public institution of higher education may not charge tuition to a dually enrolled student. For each dually enrolled student who is enrolled in a public school in a jurisdiction, the local board of education must pay the public institution of higher education the lesser of (1) the amount calculated in the formula described below or (2) the cost of tuition.

The formula is as follows:

- First, divide the local share of the foundation program by the full-time equivalent enrollment of the jurisdiction.
- Next, divide this quotient by the total number of courses in which the student is enrolled in high school and the public institution of higher education.
- Finally, multiply the quotient calculated in the previous step by the number of courses in which the student is enrolled at the public institution of higher education.

A local board of education may charge a dually enrolled student a student activities fee of up to 50% of the amount paid by the local school system to the higher education institution for the course. A local board of education must consider the financial ability of students when setting fees and waive the fee for students who demonstrate financial need.

P-20 Leadership Council

The bill adds to the duties of the P-20 Leadership Council the following: ensuring college readiness and college completion strategies are implemented. By December 1, 2014, and every two years thereafter, the council must report on the progress of implementing college readiness and college completion strategies.

MHEC Data

By December 1 of each year, MHEC must submit to the Department of Legislative Services de-identified data in compliance with the federal Family Educational Rights and Privacy Act that is collected from institutions of higher education and submitted to Complete College America.

Current Law/Background: The United States is one of the most well-educated countries in the world with 42% of those age 25 to 64 having attained a postsecondary degree, well above the 31% average of the Organization for Economic Co-operation and Development (OECD) countries. According to the OECD's *Education at a Glance 2012*, only four countries have higher rates: the Russian Federation (54%), Canada (51%), Israel (46%), and Japan (45%). However, many countries have surpassed the United States in the percentage of young adults with a postsecondary education degree. Overall, the United States ranks fourteenth in the percentage of 25- to 34-year-olds who have attained a higher degree at 42%, above the OECD average of 38% but behind Korea (65%), Canada (56%), the Russian Federation (55%), and Ireland (48%).

Attainment levels in the United States have been high mainly due to that of its older workers (age 55 to 64) who have a rate of 41%. The slight difference in attainment rates between younger and older workers indicates that the United States has not made much progress in increasing the percentage of young adults with a postsecondary degree compared to other countries.

In 2009, 17 states, including Maryland, joined the Complete College America (CCA) Alliance of States. The alliance now comprises 33 states that have made completion a top priority – establishing degree and credential completion goals. In 2009, the Governor announced Maryland’s completion goal – by 2025, at least 55.0% of the State’s residents age 25 to 64 will hold at least an associate’s or bachelors degree. This would be a 10.6 percentage point increase from 2009, when 44.4% of those age 25 to 64 held an associate’s degree or higher. This rate improved to 45.4% in 2011, ranking Maryland eighth in the nation according to the National Center for Higher Education Management Systems.

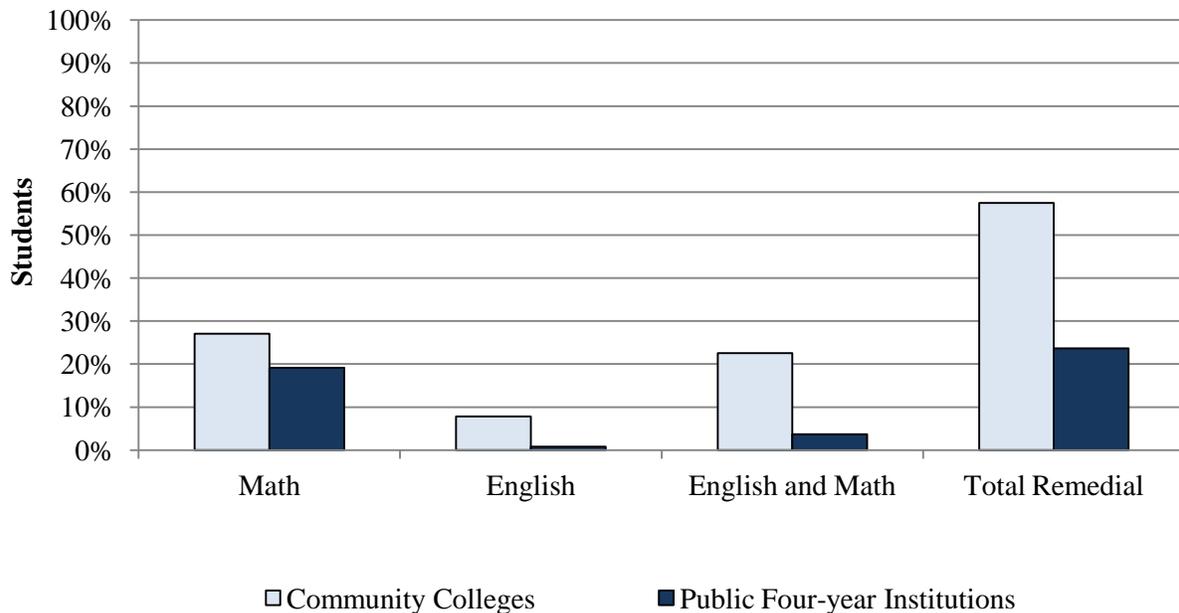
According to *Help Wanted* by the Georgetown University Center on Education and Workforce, by 2018, 66% of Maryland’s jobs will require some postsecondary education or training.

Overall, attainment rates are greatly influenced by time – the longer it takes to graduate, the more likely that a student will drop out as finances, work, and family responsibilities compete with classes. Additionally, the added costs related to the long time in obtaining a degree not only impact the student but the state and institution, as both have invested funds in the education of students. This trend is particularly important as the student mix changes from the traditional first-time college student to nontraditional students who postpone college after graduating from high school, attend part time, and/or have full-time jobs. According to the U.S. Department of Education, only a quarter of college students attend a residential campus full time, with most of the bills being paid by their parents. Overall, 3 out of 10 full-time students starting at a community college will receive an associate’s degree within three years, while 50% of those attending a four-year institution will graduate within six years, according to CCA.

Maryland received a \$1 million CCA grant in fiscal 2012 and is submitting data on various progression metrics to CCA. The data reported to CCA tracks student progress in college. It also distinguishes between students needing remediation in one subject compared to those who need it in more than one subject – those who are even further behind academically. **Exhibit 1** shows the rates of students enrolling in a remedial course at Maryland community colleges and public four-year institutions in fall 2007, the most recent year available. For community colleges, 27.0% took a math remediation course only, 8.0% took an English remediation course only, and 23.0% took both math and English remediation courses. In total, 57.5% of community college students took a remedial course in fall 2007. The rates are lower for public four-year institutions, but

most public four-year colleges offer only math remediation, so this is not unexpected. Overall, 24% of public four-year students enrolled in a remediation course in fall 2007.

Exhibit 1
Total Remediation Enrollments at Maryland Public Institutions
Fall 2007
First-time Degree-seeking (at Entry) Students



Source: Maryland data reported to Complete College America, Maryland Higher Education Commission

High School Curriculum and Graduation Requirements

Maryland is a member of the Partnership for Assessment of Readiness for College and Career (PARCC) Governing Board, which is developing assessment aligned with the new Common Core State Curriculum. Assessments in both English Language Arts/Literacy and mathematics will be administered to all Maryland public school students in the 2014-2015 school year; however, MSDE reports that the achievement levels will not be set until the summer of 2015. Thus, MSDE will not be able to meet the timeline set in the bill. The mathematics PARCC assessment will include items on Algebra II content as well as earlier content areas to ensure that students have retained critical content information.

The Southern Regional Education Board (SREB) is developing Bridge Courses for grade 12 students who do not meet the college readiness standards. MSDE anticipates

that there will be no charge from SREB to use the Bridge Courses because Maryland is a member of the SREB consortium.

With the advice of the State Superintendent of Schools, the State Board of Education establishes basic policy and guidelines for the program of instruction for public schools. Subject to State law and the bylaws, policies, and guidelines established by the State Board of Education, each local board of education must establish the curriculum guides and courses of study for schools in its jurisdiction. Policies, rules, and regulations for the graduation of students from Maryland public schools are established by local boards of education and the State Board of Education.

To receive a Maryland diploma, a student must complete 3.0 credits of math, including 1.0 credit of algebra/data analysis and 1.0 credit of geometry. Local school systems may set stricter requirements.

USM Admissions

Beginning with students entering grade 9 in the 2011-2012 school year, among the minimum qualifications for admission, the University System of Maryland (USM) institutions are requiring students to take four years of mathematics in high school that must include Algebra II. Students who complete Algebra II before their senior year must take a nontrivial math course.

College and Career Counseling Plan

According to Code of Maryland Regulations (COMAR), each local school system must (1) provide in the public schools a systematic instructional program in career development and decisionmaking in accordance with the Maryland Career Clusters and Maryland Career Development Framework, which are incorporated by reference for all students in grades pre-kindergarten through grade 12 and (2) ensure that before grade 9 each student develop an individual academic and career plan and update it in subsequent years.

The Maryland Career Development Framework consists of six career development content standards: (1) self awareness; (2) career awareness; (3) career exploration; (4) career preparation; (5) job seeking and advancement; and (6) career satisfaction and transition. The framework has standards to be met for the following five grade-band levels: pre-kindergarten through grade 2, grades 3 through 5, grades 6 through 8, grades 9 through 12, and postsecondary and adult. MSDE reports it partnered with multiple organizations to develop the standards outlined in the framework including USM, local community colleges; local school systems; the Governor's Workforce Investment Board; Maryland Department of Labor, Licensing, and Regulation; One Stop Center; and Workforce Investment Areas. In 2009, the local school systems' superintendents

certified that an instructional program for career development is in place for pre-kindergarten through grade 12, and they must do this every five years. MSDE's Division of Student, Family, and School Support monitor the implementation of the systematic instructional program in career development as part of local school system pupil services review.

Chapters 315 and 429 of 2002 (SB 453/HB 661) codified the recommendations of the Task Force to Study College Readiness for Disadvantaged and Capable Students, including establishing the College Readiness Outreach Program. The program allows a ninth or tenth grade student to prequalify on the basis of financial need for a Guaranteed Access Grant to be awarded at the time of enrollment in an institution of higher education. The student must agree to (1) satisfy the attendance policy at the school the student is attending; (2) refrain from substance abuse; (3) file for federal financial aid each year that the student plans to enroll in postsecondary education; and (4) participate in the College Readiness Outreach Program until graduating from high school and matriculating at an institution of higher education.

MHEC and MSDE, in collaboration with local boards of education, local school superintendents, and institutions of higher education, must administer the College Readiness Outreach Program. The program must provide guidance to students who qualify for Guaranteed Access Grants while in grades 9 or 10 to help them graduate from high school and matriculate at institutions of higher education. MHEC and MSDE must designate statewide and regional program coordinators who will publicize the program and work with local school systems to provide professional guidance and one-on-one mentoring to participating students. MHEC and MSDE may use existing organizations to provide counseling and mentoring and may supplement professional mentors with postsecondary students receiving work-study assistance and students in grades 11 and 12 who are successfully completing their high school graduation requirements.

Funding to implement the program is as provided in the State budget. To the extent that funds are provided, the State must provide 50% of the costs associated with the local administration and one-on-one mentoring components of the program or 75% of the costs in "One Maryland" jurisdictions.

The legislation declared that it was the intent of the General Assembly that the College Readiness Outreach Program be implemented over a five-year period beginning in fiscal 2004. However, the program was never funded due to fiscal constraints.

According to COMAR, the School Counseling Program is a planned, systematic program of counseling, consulting, appraisal, information, and placement services for students in kindergarten through grade 12. The services are intended to help a student demonstrate personal and academic growth, make appropriate educational and career decisions, and have productive interactions with others.

A ratio of school counselors to students is not mandated in COMAR; however, generally elementary schools have one certified school counselor, and middle and high schools have two to five certified school counselors, depending on the size of the school. To become a certified school counselor, an applicant must meet a number of qualifications including having a master's degree in school guidance and counseling.

COMAR recommends one person responsible for the supervision of the pupil personnel services for the first 2,500 students enrolled and one pupil personnel worker (visiting teacher, school social worker, or school psychologist) for each additional 2,500 students. To become a pupil personnel worker, an applicant must have a master's degree in pupil personnel or a related field, three years of satisfactory teaching experience or the recommendation of a local superintendent of schools (two years of related experience may be substituted for two years of teaching experience), and three semester hours of credit or State-approved continuing professional development credits in inclusion of special needs student populations.

Common Course Numbering, Transfer Agreements, and Reverse Transfer Agreement

The following strategies have been used in other states to increase degree attainment: common course numbering, transfer agreements, and reverse transfer agreements. Several states have some degree of a common course numbering system or a common core curriculum to ease transferring between institutions of higher education within the state.

Florida established its common course numbering system in the mid 1970s, and it is now used at all public institutions of higher education. The system guarantees the transfer of any successfully completed course from one participating institution to another when the course to be transferred is offered by the receiving institution and shares the same standardized course number. Each participating institution controls the title, credit, and content of its own courses; the standardized number is assigned by a committee. In addition, system equivalencies have been determined for certain scores on the following standardized exams: the Advanced Placement, International Baccalaureate, Association of International Credential Evaluators, and the College Level Examination Program.

In Texas, every public institution of higher education has a common core curriculum that ranges from 42 to 48 credit hours. The common core credit hours are divided into eight or nine categories that are common across the state. If a student takes a course from an approved course in a particular category at one institution, any other Texas public institution must accept that course as fulfilling credit hours for that category. In addition, if a student completes the core curriculum at one institution, it substitutes for the core curriculum at any other public institution in Texas. However, there are exceptions for some of the more rigorous majors, such as science or math.

The MHEC website offers a *Student Guide to Transfer* that provides information about transfers among Maryland institutions and recommendations to ensure that earned credits are not lost as a result of transfers. The guide notes that Maryland's public colleges and universities follow statewide policies that make transfers among the institutions easier. For example, courses designated as meeting general education requirements at any public institution of higher education in Maryland are likewise applicable to the general education requirements at any other public institution in Maryland. In addition, ARTSYS, an information system developed and maintained by USM, informs students and advisors at community colleges about the transferability of each community college course. ARTSYS is available at community college campuses and on the Internet. The MHEC transfer guide also suggests that students seek advice from academic advisors and campus transfer coordinators at their schools in order to make transfers as smooth as possible. Maryland has three statewide articulation (*i.e.*, transfer) agreements among public and independent higher education institutions in teaching, nursing, and engineering.

USM advises that requiring all credit a student earns toward an associate's degree at any community college in the State to transfer to any public four-year institution of higher education in the State may result in the placement of students in courses for which they are unprepared.

Near Completers

According to the U.S. Census Bureau, approximately 19.6% of Marylanders have completed some college, but they do not have an associate's or bachelor's degree. Not all of those who have begun college will qualify as a near completer, but many will.

Block Scheduling

Block scheduling has been used at community colleges for specific degree programs such as nursing to increase retention and completion. However, USM advises that the bill's plan for block scheduling is generally unfeasible at its four-year institutions due to the wide variation in preparation, particularly in mathematics, of first-year students. Thus, there is no standard curriculum that would facilitate block scheduling.

Dual Enrollment

Chapter 297 of 2007 (HB 538) created the Dual Enrollment Grant to provide financial assistance to students taking courses in both high school and college. Since a program was being created specifically for dually enrolled students, the Part-time Grant Program, which allowed institutions to use funds for dually enrolled students, was amended to remove all references to dually enrolled students. However, the Dual Enrollment Grant

was never fully funded; it only received approximately \$120,200 in carry forward funds in both fiscal 2008 and 2009.

Chapter 459 of 2009 (HB 1396) expanded eligibility for the Part-time Grant Program to include dually enrolled students. Chapter 459 clarified that a dually enrolled student does need to receive both high school and college credit from a course to be eligible for a Part-time Grant. Chapter 459 also renamed the Dual Enrollment Grant the Early College Access Grant Program. In addition to any funds allocated under the Early College Access Grant Program, institutions may use up to 10% of the Part-time Grant allocation to provide grants to students who are dually enrolled. The Governor's proposed fiscal 2014 budget includes \$5.1 million for the Part-time Grant Program.

MSDE reports that there were 3,570 dually enrolled students in the State in fiscal 2010, the most recent fiscal year for which data is available.

P-20 Leadership Council

Chapter 191 of 2010 (SB 286) codified the Governor's P-20 Leadership Council of Maryland, which is primarily charged with aligning pre-kindergarten through postsecondary education and ensuring that Maryland will produce and maintain a competitive workforce. The council is charged with investigating ways to improve education, advance workforce creation, and make the State more competitive.

State Revenues: Higher education tuition revenues at the public four-year institutions of higher education and BCCC may decrease minimally beginning in fiscal 2014 due to setting the standard number of credit hours for a baccalaureate degree at 120 and for an associate's degree at 60. However, most institutions can mitigate any decrease in revenues by admitting additional students. As a community college, BCCC is an open enrollment institution. Tuition revenues from dually enrolled students may decrease due to the formula.

State Expenditures: In order to implement the bill, MHEC needs additional staff as well as one-time costs to update its website and data tracking. General fund expenditures increase by \$187,340 in fiscal 2014, which accounts for a 90-day start-up delay and reflects the cost of hiring a program manager and a program administrator to coordinate the common numbering initiative, the transfer and reverse transfer initiative, and the near completer marketing campaign as well as a contractor to update MHEC's website. The estimate includes two full-time salaries, fringe benefits, start-up costs, ongoing operating expenses, ongoing marketing expenses, and near completer incentive program expenses beginning in fiscal 2015, elimination of the contractual position on July 1, 2016, as well as one-time expenses associated with updating the website and data collection.

	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>
Regular Position	2			
Contractual Position	1			-1
Salaries and Fringe Benefits	\$172,201	\$236,650	\$247,529	\$199,736
Marketing Expenses	0	750,000	750,000	750,000
Incentive Program	0	1,000,000	1,000,000	1,000,000
Operating Expenses	1,294	1,742	1,760	1,185
Start-up Costs	<u>13,845</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	\$187,340	\$1,988,392	\$1,999,289	\$1,950,921

If the SREB Bridge Courses are determined to meet the requirements of the bill for transition courses for grade 12 students and are made available to the State at no cost, then it is assumed that the high school curriculum and graduation requirements can be met using existing resources. It is also assumed that the grade 11 college readiness assessment is implemented by MSDE when PARCC assessment achievement levels are set. Due to activities already completed, MSDE can develop the required college and career counseling plan using existing resources. The plan developed by MSDE may request additional State and local resources.

Some additional advising hours may be required so that each undergraduate student enrolled at a public four-year institution can file a degree plan developed in consultation with an academic advisor in the student's degree program. However, this requirement can be handled with existing budgeted resources. Each public four-year institution can dedicate a portion of institutional financial aid to provide financial assistance to resident undergraduate students that transfer with an associate's degree from a community college in the State without additional resources; however, they will have less financial aid for other purposes.

Developing block scheduling for first-year students may increase higher education expenditures at public four-year institutions of higher education and BCCC significantly; however, the exact impact cannot be reliably determined without a more complete inventory of the changes that will need to be implemented at each institution.

Local Fiscal Effect: Local community college tuition revenues may decrease minimally beginning in fiscal 2014 due to the prohibition against charging dually enrolled students tuition and the formula for charging local school systems for dually enrolled students; however, any tuition revenue decrease for an individual student may be offset by additional students dually enrolling due to no tuition being charged them. Likewise, local school system expenditures for dually enrolled students may increase or decrease depending on the current practice of that jurisdiction. Expenditures increase for local school systems that do not currently pay tuition for dually enrolled students. Expenditures may decrease for those systems currently paying tuition due to the formula

that determines the tuition paid by the local school system. **Exhibit 2** shows the estimated tuition that will be paid by a local school system for a dually enrolled student to attend the local community college, where most students are dually enrolled. However, dually enrolled students could also (or instead) attend a public four-year institution or a community college in a different jurisdiction.

In addition, local school system revenues for dually enrolled students may increase due to the option under the bill of the local school system to charge students an activity fee of up to 50% of the amount paid by the local school system to the public institution of higher education.

Local school system expenditures may increase minimally to ensure that all students complete a mathematics course in each year of high school and to implement grade 12 transition courses. Currently to receive a Maryland high school diploma, students must complete 3.0 credits of mathematics, which translates to three years of mathematics. Some local jurisdictions require additional credits of math to graduate, and many students currently complete four years of mathematics. Thus, local expenditures to meet this requirement are assumed to be minimal. Depending on the number of students who are assessed as not ready for college in grade 11 in each school system and the delivery method of transition course materials, local expenditures may increase for some school systems. The exact impact cannot be determined and may be negligible.

Additional Information

Prior Introductions: None.

Cross File: SB 740 (Senators Pinsky and Madaleno) - Education, Health, and Environmental Affairs and Budget and Taxation.

Information Source(s): Maryland Higher Education Commission, Maryland State Department of Education, University System of Maryland, Complete College America, Department of Legislative Services

Fiscal Note History: First Reader - February 25, 2013
ncs/rhh

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Exhibit 2
Estimated Tuition Paid by a Local School System for Dually Enrolled Students
(School System Pays the Lesser to the Institution)
Fiscal 2012

<u>County</u>	<u>Price Per Course (Formula)¹</u>	<u>Community College</u>	<u>Per Credit Hour²</u>
Allegany	\$274	Allegany	\$350
Anne Arundel	594	Anne Arundel	362
Baltimore City	275	Baltimore City	300
Baltimore	485	Baltimore County	392
Calvert	444	College of Southern MD	392
Caroline	307	Chesapeake	393
Carroll	415	Carroll	391
Cecil	373	Cecil	309
Charles	376	College of Southern MD	392
Dorchester	390	Chesapeake	393
Frederick	405	Frederick	345
Garrett	552	Garrett	356
Harford	411	Harford	434
Howard	517	Howard	445
Kent	744	Chesapeake	393
Montgomery	661	Montgomery	420
Prince George's	414	Prince George's	410
Queen Anne's	561	Chesapeake	393
St. Mary's	421	College of Southern MD	392
Somerset ³	319		
Talbot	1,062	Chesapeake	393
Washington	342	Hagerstown	293
Wicomico	295	Wor-Wic	303
Worcester	1,207	Wor-Wic	303

¹Assumes a total of seven courses per student.

²Assumes three-credit courses, based on tuition for 30 credit hours.

³Somerset County students will likely attend Chesapeake College or Wor-Wic College.

Source: Department of Legislative Services
